

## PELION ELEMENTARY

1202 Pine Street  
Pelion, South Carolina 29123

**GRADES** K-4 Elementary School

**ENROLLMENT** 880 Students

**PRINCIPAL** James Thomas Siler 803-894-2000

**SUPERINTENDENT** Dr. Karen C. Woodward 803-951-8363

**BOARD CHAIR** Ms. Kay P. Coker 803-892-3227

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	52	3	0

**IMPROVEMENT RATING:** **GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

**ADEQUATE YEARLY PROGRESS:** **NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Good	No

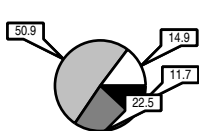
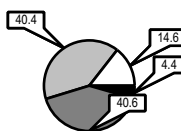
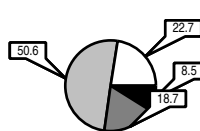
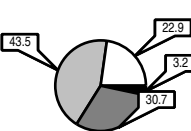
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

50.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	360	100.0	14.6	40.4	40.6	4.4	58.8	Yes	Yes
<b>Gender</b>									
Male	171	100.0	17.5	46.4	33.1	3.0	51.2		
Female	189	100.0	11.9	34.7	47.7	5.7	65.9		
<b>Racial/Ethnic Group</b>									
White	330	100.0	13.4	41.1	40.8	4.8	60.2	Yes	Yes
African-American	20	100.0	42.1	42.1	15.8	0.0	21.1	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	288	100.0	8.1	39.3	48.2	4.4	67.6		
Disabled	72	100.0	40.0	44.3	11.4	4.3	24.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	360	100.0	14.6	40.4	40.6	4.4	58.8		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	357	100.0	14.7	40.1	40.7	4.4	59.0		
<b>Socio-Economic Status</b>									
Subsidized meals	246	100.0	18.2	42.9	35.9	3.0	51.9	Yes	Yes
Full-pay meals	114	100.0	7.2	35.1	50.5	7.2	73.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	360	100.0	14.9	50.9	22.5	11.7	51.8	Yes	Yes
<b>Gender</b>									
Male	171	100.0	14.5	50.0	21.1	14.5	53.6		
Female	189	100.0	15.3	51.7	23.9	9.1	50.0		
<b>Racial/Ethnic Group</b>									
White	330	100.0	14.0	50.6	23.2	12.1	53.5	Yes	Yes
African-American	20	100.0	36.8	47.4	15.8	0.0	21.1	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	288	100.0	10.3	50.7	25.4	13.6	57.7		
Disabled	72	100.0	32.9	51.4	11.4	4.3	28.6	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	360	100.0	14.9	50.9	22.5	11.7	51.8		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	357	100.0	15.0	50.4	22.7	11.8	52.2		
<b>Socio-Economic Status</b>									
Subsidized meals	246	100.0	17.3	51.9	19.0	11.7	48.1	Yes	Yes
Full-pay meals	114	100.0	9.9	48.6	29.7	11.7	59.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	176	100.0	23.3	28.9	43.4	4.4	47.8
	<b>Grade 4</b>	194	100.0	33.9	45.9	19.1	1.1	20.2
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	179	100.0	12.5	38.1	42.0	7.4	49.4
	<b>Grade 4</b>	181	100.0	19.0	41.9	38.0	1.1	39.1
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	176	100.0	14.5	55.3	19.5	10.7	30.2
	<b>Grade 4</b>	194	100.0	23.0	48.1	20.8	8.2	29.0
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	179	100.0	16.5	54.5	21.6	7.4	29.0
	<b>Grade 4</b>	181	100.0	15.1	46.9	22.9	15.1	38.0
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 880)				
First graders who attended full-day kindergarten	68.0%	N/C	100.0%	100.0%
Retention rate	3.5%	Up from 2.8%	3.2%	2.7%
Attendance rate	94.9%	Up from 94.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%		3.7%	3.5%
Eligible for gifted and talented	13.5%	Up from 11.3%	12.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Up from 9.0%	9.5%	8.2%
Older than usual for grade	0.2%	N/A	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 72)				
Teachers with advanced degrees	43.1%	Up from 42.7%	49.0%	51.4%
Continuing contract teachers	84.7%	Down from 85.3%	88.4%	87.5%
Highly qualified teachers**	95.5%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.3%	Up from 80.6%	86.5%	86.7%
Teacher attendance rate	94.4%	Down from 95.5%	94.6%	94.9%
Average teacher salary	\$38,661	Up 1.7%	\$40,145	\$40,760
Prof. development days/teacher	11.5 days	Up from 6.8 days	12.7 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 20.4 to 1	18.8 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 89.3%	89.4%	90.0%
Dollars spent per pupil*	\$6,402	Up 6.0%	\$5,817	\$6,044
Percent of expenditures for teacher salaries*	66.3%	Down from 67.1%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Pelion Families:

Welcome to Pelion Elementary, "Where Pride Example Shows." Our school motto is a belief shared by all Pelion Elementary School stakeholders.

We are committed to providing a positive, pleasant and safe learning environment for each of the 900 students we serve in our three-year-old child development program through fourth grade classrooms.

On a daily basis, our dedicated staff, supportive parents, active PTO and School Improvement Council, and contributing business partners illustrate how they implement the school's motto.

All Pelion Elementary stakeholders worked together to achieve the following accomplishments during the 2003-2004 school year. Pelion Elementary was one of 78 schools in South Carolina awarded the Red Carpet School of Excellence award in 2003-2004. Schools were judged on a variety of factors, including the exterior and interior appearance of the campus, the way people were treated in person and over the telephone, and the information and programs available for families and visitors.

More than 80 percent of our teachers passed the Lexington One Technology Competency Assessment. We continue to be a leader in the district with this initiative.

We began teaching Spanish this year to students in grades two through four.

Our Data Team looked at the Palmetto Achievement Challenge Tests data, analyzed the profile of disaggregated sub-groups based on the NCLB Average Yearly Progress objectives for our school, and made a recommendation to the district and faculty on the need to improve student attendance. We provided class and individual incentives when students reached their attendance goals. We added the SOAR to Success program that targets third and fourth grade students that test "Below Basic" on PACT and we also used the results of the current Measures of Academic Progress tests to profile each student.

Tom Siler, Principal

Ruth Ann Treaster, Chair, SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	157	122
Percent satisfied with learning environment	88.2%	89.7%	90.2%
Percent satisfied with social and physical environment	87.9%	87.9%	82.8%
Percent satisfied with home-school relations	70.6%	83.3%	73.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.